

1999

Designing Collaborations Between Community Based Organizations and Schools .to Produce Curriculum Models for Service-Learning Programs (Abraham Lincoln High School)

Abraham Lincoln High School

Follow this and additional works at: <https://digitalcommons.unomaha.edu/slceguides>

 Part of the [Service Learning Commons](#)

Please take our feedback survey at: https://unomaha.az1.qualtrics.com/jfe/form/SV_8cchtFmpDyGfBLE

Recommended Citation

Abraham Lincoln High School, "Designing Collaborations Between Community Based Organizations and Schools .to Produce Curriculum Models for Service-Learning Programs (Abraham Lincoln High School)" (1999). *Guides*. 21.

<https://digitalcommons.unomaha.edu/slceguides/21>

This Report is brought to you for free and open access by the Service Learning and Community Engagement Examples at DigitalCommons@UNO. It has been accepted for inclusion in Guides by an authorized administrator of DigitalCommons@UNO. For more information, please contact unodigitalcommons@unomaha.edu.

Designing Collaborations Between Community Based Organizations and Schools to Produce Curriculum Models for Service-Learning Programs

Purpose of project, as stated in RFP:

1. To connect community based organizations with schools to produce curriculum models that focus on the learning activities in the community.
2. To produce curriculum models that demonstrate how the learning in the community meets Minnesota graduation standards contained in the basic skills and Profile of Learning.

110
62
AB12
1999

NSLC
c/o ETR Associates
4 Carbonero Way
Scotts Valley, CA 95066

1129

Abraham Lincoln High School & The Institute for Education & Advocacy Performance Package

Abraham Lincoln High School (formally The High School for New Americans) and the Institute for Education and Advocacy used this project as a community awareness and outreach program. The project was created to help immigrant and refugee students introduce themselves to their new community, to foster self-reflection and self-expression in the students, to bring the different academic departments together in a hands-on project, and to help in the healing process of the students in overcoming their recent transition and often traumatic experiences.

As part of their introduction to the students, the Cultural Bridge becomes a strong visual image of their backgrounds in order to express who they were and who they are becoming. The bridge also provides assistance with expressing thoughts in English to natively born Americans.

Content Standard: People and Cultures

Level: High School

Course: Capstone Experience Project

Title of Package/Activity: The Building Project

Summary of Statement of Content Standard

A student shall demonstrate the ability to gather information in order to better understand the experiences, backgrounds and difficulties in becoming a United States Citizen from the viewpoint of immigrants and refugees in the United States.

Summary of Service-Learning Activity

Tasks/Activities

Project Goals: Assess and evaluate the impact of an issue, event, or service on a target population and apply strategies designed to improve the community through direct service or other authentic experiences.

1. Research and Report
 - a. Home Countries: Form teams to gather data and report on facets of home countries including geography, politics, culture, and reasons for immigration to the US
 - b. Create and display visuals depicting the home country
 - c. Self assess strengths and weaknesses as a team member
2. Participate, discuss, evaluate, and reflect of the United States Citizenship Test
 - a. Take the United States citizenship test
 - b. Introduce Citizenship
 1. What does it mean to be a citizen?
 2. What is the role of a citizen?
 3. Knowledge expected in test to make you a better citizen

- c. Create and display a word bridge that reflects the process of becoming a citizen. Display becomes bridge between the Home Country and the US. Visuals representing obstacle and barriers encountered by new Americans will be placed under the bridge.
 - d. Discussion and reflection on viewpoints of sensitive issues in a diverse group setting
3. Being an American: Self Assessment and Reflection
 - a. Reflection on abilities to respect different viewpoints-expressing opinions on issues that are sensitive and or controversial, or inflammatory
 - b. Completion of bridge using expression of what it means to be an American. Expressions can include media, written, visual, musical
 - c. Self critique and evaluation on personal performance
 4. Final Report and Public Outreach
 - a. Written reporting including: forming, supporting, defending opinions, cultural awareness and sensitivity
 - b. Presentation
 1. Sharing of newly developed opinions and views of immigrant populations. Presentations in class, school wide, and in the greater community.

Skills and Knowledge Goals

The tasks described in The Building Project guide students through a personal growth process. Students will improve academic writing, research skills, peer communication, and interpersonal communication skills while investigating information about another country. They will gain an awareness and increased sensitivity to other opinions and alternative viewpoints and recognize their own personal strengths and shared experiences. They will be able to act upon their expressions by designing a "Bridge", while learning the importance of team work and the importance of individual responsibility within the team framework. By participating in this project, students also learn to synthesize and organize new ideas and the importance of acquiring and presenting responsible and accurate information. It is anticipated that by reflecting upon these experiences and challenges, students will better understand themselves and develop a deeper sensitivity towards others while becoming empowered to make a difference in their school and community.

Abraham Lincoln High School Performance Package Minnesota Profile of Learning

Content Standard: People and Cultures

Course: Capstone Experience Project

Title of Package/Activity: The Bridging Project

Level: High School

Summary Statement of Content

This Project was designed to increase awareness for Minnesota students of the experiences, backgrounds, and difficulties of becoming a U.S. citizen from the viewpoint of immigrants and refugees in the United States by building a Cultural Bridge. All students' work is used in the creation of one Bridge.

Description of Student Performances

Task One Home Countries:

Develop teams that gather data and write a collective report on a facet of an individual country.

Create and display visuals that depict the team's country to begin the 'bridge' creation.

Task Two Bridge:

Experience a barrier that most refugees/immigrants face by taking the U.S. citizenship test.

Evaluate the citizenship test, construct a 'citizenship' test, and journal on their experience of taking the citizenship test.

Task Three Being an American:

Complete the three dimensional 'bridge' by displaying creations that reflect what it means to be a U.S. citizen.

Task Four Public outreach:

Share newly developed opinions and views of immigrant populations in a public outreach.

PROJECT MANAGEMENT SKILLS

Team Work

- Students will contribute to team development with ideas, suggestions, and effort
- Students will collaborate with people from various, diverse backgrounds
- Students will monitor their growth in peer communication
- Students will develop team goals and responsibilities
- Students will follow through on project development

Self Evaluation

- Students will define their strengths and weaknesses as a team member
- Students will set personal goals and monitor their growth
- Students will reflect on their personal abilities to respect differing viewpoints
- Students will reflect on their ability to participate in open discussions

Language Production Skills

- Students will improve academic writing skills
- Students will improve research skills
- Students will grow in written reflection
- Students will learn to develop and express opinions
- Students will present information in a responsible and accurate manner

Performance Evaluation Criteria

The criteria will include grading on student's written expression, both in content and standard conventions of written English. As well, students will be graded on their ability to perform as a team member, on their small group interpersonal communication skills, their ability to follow through on a project and tasks, and their growth towards respecting alternate viewpoints. Finally students should be encouraged to monitor and evaluate their personal development throughout this project by keeping their journals.

Student Performance Narrative

1. Assess and evaluate the impact of an issue, event, or service on a target population.

Students will assess and evaluate the process of becoming an American citizen by experiencing the immigration test, dialoguing with students from other countries, and evaluating the current U.S. policies pertaining to citizenship.

2. Suggest, apply, and evaluate strategies designed to improve the community through direct service or other authentic experience.

Students will reach out to one group, peers or the greater community, to share their new understanding of the Minnesota immigrant and refugee populations, to improve community awareness and to help diminish stereotypes held due to unfamiliarity with immigrant cultures and refugee populations.

Performance Package Phase 1: Home Countries Bridging Project

Standard Code: People and Cultures 8.1

Topic: Cross cultural awareness

Amount of Time: 15 hours

Level: High School

Specific Statements from the Standard

What students should perform:

1. Assess and evaluate the impact of an issue, event or service on a target population
2. Suggest, apply and evaluate strategies designed to improve the community through direct service or other authentic experience

Product

1. Formation of teams
2. Formation of individual roles within teams
3. Written report on information gathered from resources defined by the team
4. Create and display visuals depicting the individual country of the team

Task One Goals and Assessment

1. Students performance of their team member role
2. Team performance as a whole
3. Interpersonal communication skills in a small group discussion
4. Self evaluation of their role as a team member
5. Written personal goals for team membership in Task Two
6. Written report on their topic area (facet of the home country)

Task Description

This curriculum project is divided into four phases:

Home Countries (Task One),
Bridge (Task Two),
Being an American (Task Three),
Public Outreach (Task Four).

Home Countries(Task One)

- Students are divided into 5 member teams, each team represents a home country.
- The team members have the following responsibilities in writing a written report and public outreach of the written report(conducted in Task Four of this project):

Team Coordinator (ideally a student from the 'home country'), is responsible for dividing the tasks among the members, and providing resources about the home country. This team member will report on the U.S. presence in or a specific U.S. policy's impact on their home country.

The 4 team members will be responsible for gathering data and reporting on a facet of the home countries, these include but are not limited to geography, politics, culture, and reasons for emigrating to the USA. Each team member will write a report on the information that they gathered that will be put together as a whole team paper.

- The teams will create and display (in the Bridge room) visuals depicting the home country. This is the first side of the bridge [See Appendix].
- Students will define their strengths and weakness as a team member, and establish goals for becoming a more effective team member in Task Two.

Special Notes

Task One Home Countries Matrix

(Matrix of tasks and expected learning related to the Profiles of Learning)

TASKS	OUTCOMES	PROFILE
TASK ONE		
<ul style="list-style-type: none"> • team membership 	<ul style="list-style-type: none"> • growth in peer communication 	<ul style="list-style-type: none"> • Write and Speak interpersonal communication
<ul style="list-style-type: none"> • individual role in team 	<ul style="list-style-type: none"> • strengthened interpersonal communication skills 	<ul style="list-style-type: none"> • Write and Speak interpersonal communication
<ul style="list-style-type: none"> • written report on information gathered 	<ul style="list-style-type: none"> • improved academic writing skills • improved research skills • growth of written reflection 	<ul style="list-style-type: none"> • Write and Speak academic writing • People and Cultures diverse perspectives, human geography, institutions and traditions in society
<ul style="list-style-type: none"> • defining personal goals of team membership 	<ul style="list-style-type: none"> • awareness of personal strengths 	<ul style="list-style-type: none"> • Write and Speak interpersonal communication

Assessment Plan for Task One Home Countries

1. Student performance as an individual team member
2. Team performance as a whole
3. Student interpersonal communication skills in small group discussions
4. Self evaluation of their role as a team member

5. Written personal goals for team membership in Task Two
6. Written report on their topic area (facet of the home country)

Performance Package Phase 2: Bridge Bridging Project

Standard Code: People and Cultures 8.1

Topic: Cross cultural awareness

Amount of Time: 20-25 hours

Level: High School

Specific Statements from the Standard

What students should perform:

1. Assess and evaluate the impact of an issue, event or service on a target population
2. Suggest, apply and evaluate strategies designed to improve the community through direct service or other authentic experience

Product

1. Take the citizenship test
2. Journal on the intent and effectiveness of the citizenship test
3. Discuss the citizenship test in light of what is necessary to know in order to become an American citizen
4. Author their own version of the citizenship test
5. Create and display a word bridge
6. Evaluate performance as a team member compared to those journaled in Task One.
7. Reflect upon their ability to respect viewpoints differing from their own
8. Establish goals for strengthening peer communication

Task Two Goals and Assessment

1. The students will take the actual citizenship test
2. Students will hold a discussion on the fairness of the citizenship test
3. Students will reflect on their ability to assess their group interaction
4. The students will define a fair citizenship test
5. The students will create a citizenship test that they feel is fair
6. The students will self critique (points 6-8 in above Product section)

Task Description

This curriculum project is divided into four phases:

- Home Countries (Task One),
- Bridge (Task Two),
- Being an American (Task Three),
- Public outreach (Task Four).

Bridge (Task Two)

Students may either be in the same teams as in Task One or this phase may be undertaken as a whole class.

- The first task the students will face is to take the U.S. citizenship test.
- The second step is to have the students journal on the effectiveness and intent of the citizenship test.
- Students will then discuss the citizenship test in light of what is necessary to know to be an American citizen. These discussions are meant to be done in small groups that are student lead and teacher moderated.
- Students will discuss and then journal on several topics that may include the following:
 - What language should the test be given in and why?
 - What does it mean to be a citizen?
 - What is the role of a citizen?
 - How does the knowledge expected in the citizenship test make a person a better citizen?
 - What significant information do you think should have been included on the citizenship test?
- Students will author their own version of a citizenship test after the teacher leads discussions on the Declaration of Independence, the Constitution, Key Historical Events/People in the Development of the U.S., and other Social Studies areas that students find relevant to citizenship in the U.S. The areas of discussion should be selected based on student developed criteria of importance.
- Students will create and display (in the Bridge room) a word bridge that reflects their impression on the process of becoming a U.S. citizen. This display will be the bridge span between the home country (side one) and the U.S. (side two) Under the Bridge the students will place visuals that represent obstacles or barriers encountered by new Americans as they work towards citizenship. {See Appendix}.
- Students will evaluate their performance as a team member in light of their self evaluations and personal goals established during Task One.
- Students will reflect/ journal on their personal abilities to respect viewpoints from their own, and encourage open discussion of sensitive issues in a diverse group setting.

- Students will establish new personal goals for strengthening the above mentioned qualities.

Special Notes

Task Two Bridges Matrix

(Matrix of tasks and expected learning related to the Profiles of Learning)

TASKS	OUTCOMES	PROFILE
TASK TWO		
<ul style="list-style-type: none">• citizenship test	<ul style="list-style-type: none">• shared experience with new citizens	<ul style="list-style-type: none">• People and Cultures themes of US History, United States citizenship
<ul style="list-style-type: none">• journaling	<ul style="list-style-type: none">• to develop and express opinions	<ul style="list-style-type: none">• Write and Speak Academic writing
<ul style="list-style-type: none">• class discussion	<ul style="list-style-type: none">• strengthening interpersonal communication skills	<ul style="list-style-type: none">• Write and Speak interpersonal communication
<ul style="list-style-type: none">• authoring new test	<ul style="list-style-type: none">• synthesis of new ideas	<ul style="list-style-type: none">• People and Cultures themes of US History, United States citizenship
<ul style="list-style-type: none">• self evaluation	<ul style="list-style-type: none">• awareness and development of personal strengths• increased sensitivity to others' opinions	<ul style="list-style-type: none">• Write and Speak interpersonal communication

Assessment Plan for Task Two Bridges

1. The grade received on the actual citizenship test
2. The quality of the discussion on the citizenship test
3. Depth of reflection and ability to assess their group interaction
4. The quality of their version of a citizenship test
5. Their ability to self critique

Performance Package Phase 3 : Being an American Bridging Project

Standard Code: People and Cultures 8.1

Topic: Cross cultural awareness

Amount of Time: 15 hours

Level: High School

Specific Statements from the Standard

What students should perform:

1. Assess and evaluate the impact of an issue, event or service on a target population
2. Suggest, apply and evaluate strategies designed to improve the community through direct service or other authentic experience

Product

1. Journal on issues that help with expressing opinions on issues that are sensitive, controversial, or inflammatory
2. Complete the 'bridge' using expression of what it means to be an American
3. Self evaluate success in reaching the personal goals of respecting and encouraging open discussion of diverse viewpoints

Task Three Goals and Assessment

1. Student reflection on their ability to respect viewpoints different from their own, and to encourage open discussion of sensitive issues with students from varied backgrounds
2. Students self critique of personal performance
3. Student follow through of a project's tasks

Task Description

This curriculum project is divided into four phases:

- Home Countries (Task One),
- Bridge (Task Two),
- Being an American (Task Three),
- Public outreach (Task Four).

Being an American (Task Three)

- The students are responsible for several journal entries. These journal entries will be the “topic of the day” of a teacher moderated class discussion, for example:
 - compare and contrast two or more home countries,
 - their opinion on the ease of becoming a U.S. citizen,
 - the value they place on being a U.S. citizen,
 - establishing the role of a citizen,
 - the fairness of the citizenship process,
 - who should be able to become a U.S. citizen (i.e. immigrants, refugees, illegal immigrants, asylees),
 - public opinion towards new citizenship.
- Students will complete the Bridge by creating expressions of what it means to be a U.S. citizen. These expressions are not to be limited to a particular media (i.e. written, visual, musical).
- Students will self evaluate their success in respecting other viewpoints, encouraging open expression of opinions in diverse group settings, and reaching their goals developed in Task Two.

Special Notes

Task Three Being an American Matrix

(Matrix of tasks and expected learning related to the Profiles of Learning)

TASKS	OUTCOMES	PROFILE
TASK THREE		
<ul style="list-style-type: none"> • journal entries • self evaluation 	<ul style="list-style-type: none"> • development and expression of opinions • awareness and development of personal strengths • increased sensitivity to others' opinions 	<ul style="list-style-type: none"> • Write and Speak Academic writing • Write and Speak Academic writing interpersonal communication

Assessment Plan for Task Three Home Countries

1. The quality of their reflection upon their own abilities to respect viewpoints from their own, and to encourage open discussion of sensitive issues with students from varied backgrounds
2. Their ability to self critique
3. Their ability to follow through on a project's tasks

Performance Package Phase 4: Public outreach Bridging Project

Standard Code: People and Cultures 8.1

Topic: Cross cultural awareness

Amount of Time: 5 hours

Level: High School

Specific Statements from the Standard

What students should perform:

1. Assess and evaluate the impact of an issue, event or service on a target population
2. Suggest, apply and evaluate strategies designed to improve the community through direct service or other authentic experience

Product

1. Final report
2. Sensitivity to and inclusion of alternate viewpoints
3. Responsible and accurate reporting of information.
4. Public outreach

Task Four Goals and Assessment

1. The student's final paper. The writing skills assessed should include but are not limited to: forming, supporting, and defending opinions; writing that reflects cultural awareness and sensitivity, use of standard written English.
2. The students will be graded on sensitivity to and inclusion of alternative viewpoints and the awareness of the way information is presented
3. Student's contribution to the public outreach

Task Description

This curriculum project is divided into four phases:

Home Countries (Task One),
Bridge (Task Two),
Being an American (Task Three),
Public outreach (Task Four).

Public outreach(Task Four)

- The students will choose three of their 'topic of the day' journal entries (written in Task Three) to create a final written report.
- Students will share their newly developed opinions and views of immigrant populations. These presentations can be in-class , school wide, or include the greater community. These presentations will be graded on the sensitivity to and inclusion of alternate viewpoints and the ability to responsibly present the information.

Special Notes

Task Four Public outreach Matrix

(Matrix of tasks and expected learning related to the Profiles of Learning)

TASKS	OUTCOMES	PROFILE
TASK FOUR		
<ul style="list-style-type: none"> • public speaking 	<ul style="list-style-type: none"> • sensitivity to and inclusion of alternate viewpoints • responsible and accurate presentation of information 	<ul style="list-style-type: none"> • Write and Speak public speaking • People and Cultures diverse perspectives
<ul style="list-style-type: none"> • final written reports 	<ul style="list-style-type: none"> • use of standard written English conventions • competence to express opinions 	<ul style="list-style-type: none"> • Write and Speak Academic writing
<ul style="list-style-type: none"> • evaluation of project task follow through 	<ul style="list-style-type: none"> • increased awareness of importance of team role • learn to monitor personal development • identification of strengths and setting of realistic personal goals 	<ul style="list-style-type: none"> Write and Speak academic writing • People and Cultures diverse perspectives, human geography, institutions and traditions in society

Assessment Plan for Task Four Public outreach

1. Students will be graded on sensitivity to and inclusion of alternate viewpoints and a responsibility for the way information is presented.
2. Students will be assessed on their public outreach skills.
3. Students will be assessed on their final written reports. The criteria include but are not limited to: forming, supporting, and defending opinions; writing that reflects cultural awareness and sensitivity, use of standard written English.

APPENDIX NOTES

The bridge is a two- or three- dimensional hands on display that represents the journey of immigrant and refugee people from their respective home countries to residency in the United States. The bridge can be constructed using any medium such as art, photographs, recyclable materials (toilet paper rolls, tofu containers, etc.), modeling clay or paper mache.

The bridge is meant to be constructed in three phases as described in the curriculum. The first phase of the bridge should reflect the students' understanding of life in the home country of an immigrant or refugee. The second phase of the bridge is the construction of the bridge span. This phase represents the journey from citizenship in another country to this country, and should include the perceived obstacles to American citizenship faced by immigrants and refugees. Task Three is the final phase of the bridge construction. It should reflect what it means to be an American citizen. This bridge should be displayed during the public outreach phase, Task Four, of the project.

Implementation Plan

Total length of project:	4 weeks including both in school work and homework
Hours per day:	2 hours per day in class, extra hours as homework
Start/Stop dates:	The final month of the session
Courses Involved:	Combined project with the Social Studies and English departments.

Teacher Training Plan

Background

This project was originally developed at an Alternative High School for Refugee and Immigrant students as a community awareness and outreach program. The project was created to help the students introduce themselves to their new community, to foster self-reflection and self-expression in the students, to bring the different departments at Abraham Lincoln High School together in a hands-on project, and to help in the healing process of our students in overcoming their recent and often tragic pasts.

This project was also used as an education tool for American students that came to Abraham Lincoln High School. During the academic year, many area schools came to our high school to interact with and become more aware and sensitive to recently arrived students. As part of their introduction to our students, our students would use the Cultural Bridge as a strong visual image of their backgrounds in order to be able to express who they were, and who they are becoming. Often it is difficult and intimidating for our students to express their thoughts in English to natively born Americans and the bridge served as a way over this obstacle.

Grading

Due to the diverse capabilities of our students, and as well the personal nature of this project for each of our students, the decision was made to not give letter grades at the completion of the Cultural Bridge. Assessment should be done through teacher written progress reports and student self-evaluation. In the original Bridge, the teachers assessed the students on active participation, and self-expression.

Teacher Training

At Abraham Lincoln all disciplines were involved because it is the mission of our school to have interdisciplinary course work. We recommend at least two disciplines working together in creating this project, Social Studies and English seem to be natural choices. There is significant amount of student responsibility, self-expression, self-evaluation, research, and peer communication involved in this project. Because of this we found that setting up blocks of time for the groups to work together allowed the students to really become involved with each other and the project. The focus of the project was on the students, therefore we made it a point to limit teacher instruction and concentrated on having the teacher step back and allow the creativity of the students to flow.

What teachers will need or need to know before entering into this project

- an understanding of the cultures to be explored in building the bridge
- a copy of the U.S. citizenship test
- time to work out the interdisciplinary aspects of the project before implementing
- access to current articles about countries and cultures {internet, current newspapers} for the students to use in their research
- an awareness of the Federal Guidelines for citizenship
- notebooks for student journals
- an understanding of the difference between and the rights of refugees, asylees, immigrants, and illegal immigrants
- miscellaneous art supplies and materials for constructing the bridge {we had the students and teachers involved in collecting these supplies}
- basic understanding of U.S. history touched on in the citizenship test
- an awareness of important contributions of immigrants, refugees to the U.S.
- a target group for the community outreach presentation of the bridge

Teacher Implementation

When Abraham Lincoln implemented this Bridge project we divided the teacher responsibilities up. There was a project coordinator responsible for keeping the tasks completed on time. Each teacher was responsible for overseeing a different aspect of the various tasks involved in the project.

Overall we found that this project was very much of a work in progress. All aspects melded together better when there was a minimum of teacher control. We found the bulk of the research required for teachers would need to be done based on the students' discussions. By using this approach, we were able to identify and expand on the students' interest and beliefs as well as clarify information students bring in from their communities. We were able to help the students to differentiate between stereotypes and truths by not limiting the topics the students were able to raise in their discussions.

APPENDIX A

(photos to be submitted at a later date to Susanna Druck) you can white this out.

APPENDIX B

Matrix of tasks and expected learning related to the Profiles of Learning

TASKS	OUTCOMES	PROFILE
TASK ONE		
<ul style="list-style-type: none"> • team membership • individual role in team • written report on information gathered • defining personal goals of team membership 	<ul style="list-style-type: none"> • growth in peer communication • strengthened interpersonal communication skills • improved academic writing skills • improved research skills • growth of written reflection • awareness of personal strengths 	<ul style="list-style-type: none"> • Write and Speak interpersonal communication • Write and Speak interpersonal communication • Write and Speak academic writing • People and Cultures diverse perspectives, human geography, institutions and traditions in society • Write and Speak interpersonal communication
TASK TWO		
<ul style="list-style-type: none"> • citizenship test • journaling • class discussion • authoring new test • self evaluation 	<ul style="list-style-type: none"> • shared experience with new citizens • development and expression of opinions • strengthening interpersonal communication skills • synthesis of new ideas • awareness and development of personal strengths • increased sensitivity to others' opinions 	<ul style="list-style-type: none"> • People and Cultures themes of US History, United States citizenship • Write and Speak Academic writing • Write and Speak interpersonal communication • People and Cultures themes of US History, United States citizenship • Write and Speak interpersonal communication

TASK THREE

- journal entries
- self evaluation

- to develop and express opinions
- awareness and development of personal strengths
- increased sensitivity to others' opinions

- Write and Speak
Academic writing
- Write and Speak
Academic writing
interpersonal communication

TASK FOUR

- public speaking

- sensitivity to and inclusion of alternate viewpoints
- responsible and accurate presentation of information

- Write and Speak
public speaking
- People and Cultures
diverse perspectives

- final written reports

- use of standard written English conventions
- competence to express opinions

- Write and Speak
Academic writing

- evaluation of project task follow through

- increased awareness of importance of team role
- learn to monitor personal development
- identification of strengths and setting of realistic personal goals

- Write and Speak
academic writing
- People and Cultures
diverse perspectives,
human geography,
institutions and traditions in society